

GYÖRGY MUIY– ZSOLT NEMESKÉRI

Competences of Career Guidance Professionals

Summary of a Research Programme

Counselling has a wide range of functions, therefore it can be addressed with many meanings, there are different types and levels and, of course, it has got several accepted definitions in literature.

Career choosing procedures show a special complexity both from the individual or the society's point of view. In personal lifestyle complexity appears by processing interdisciplinary knowledge, which includes not only the quality of self-recognition but the content of the given professions, furthermore, those possibilities that society can provide. This knowledge and pieces of information are partly out of the disciplinary knowledge given by school so it required personal effort from the individual to acquire them. These personal ambitions do not characterize whole age-groups therefore to attain these pieces of information "counselling" was necessary or/and preparing the decision making about career choice in school.

From social point of view complexity would concern mostly the cooperation of guidance which has been realized neither before nor after the social regime. In the phases controlled by the Ministry of Social Affairs and Labour career choosing procedures were influenced by the needs of labour market. In the periods controlled by the Ministry of Culture and Education bigger emphasis was put on the development of the students' learning abilities than taking the real economical possibilities into consideration. Researches proof that career choice is determined mainly by families which include, of course beside the socio-cultural background, the value system, too.

The research gave the following results: the BA in Human Resource Administration (Szent István University- Faculty of Economic and Social Sciences, Career Planning and Pedagogical Institute) deals less with Information and Communication Technology and office administration but it gives profound knowledge about the aspects of counselling regarding labour market and provides more theoretical knowledge about the world of professional career, the possibilities of vocational training and postgraduate courses. Students graduated in Andragogy BA with Specialization in Employment Counselling (Szent István University- Faculty of Economic and Social Sciences, Career Planning and Pedagogical Institute) have knowledge about labour force, have the ability of adapting to and cooperating with other people. They are able to help to develop the self-definition of those who apply for counselling, give information about the work possibilities, promote the individual needs, lead individual or group developing activities and organise complex labour market programmes. They are aware of the fundamental theories and practise of interdisciplinary correlation of field orientation and career choosing, but they do not have enough knowledge about dealing either with more serious conflicts or career questions in connection with career choice, office administration or Information and Communication Technology relating to their work. The teaching office which was founded in the University of Pécs Faculty of Adult Education and Human Resources Development is a great help for students to obtain knowledge about office administration. The Career Orientation Teacher (Szent István University - Faculty of Economic and Social Sciences, Career Planning and Pedagogical Institute), knowing interdisciplinary aspects, having sufficient social competences and being aware of the decision making mechanisms, helps school, career and later work choice of students'. They have knowledge about the education system, the possibilities in higher education, the labour market, and the target

groups with different special needs, they are able to operate their social networks exceptionally well, they are committed to transmit the philosophy and methods of career orientation and life-long learning. Students graduated in Social Pedagogy BA with Specialization in Counselling (Eszterházy Károly College) have sufficient knowledge about labour force, vocational training and postgraduate courses relating to the world of professional career. They acquired the theoretical and practical knowledge necessary for the methodology of counselling, career orientation and professional life planning. During the training counselling practice and supervision were provided for the students. Students graduated in psychology (Eötvös Loránd University) and in student counselling do not have knowledge either about career orientation or labour market.

Based on the analysis the workgroup made the following suggestion:

In the preparation process of counselling activity Wiegiersma's conception model is accepted which provides five levels in the counselling procedure.

The Hungarian gradual training gives allowance for the first three levels:

- 1.) level Counselling by giving information
- 2.) level Complex decision making situation (giving greater amount of information)
- 3.) level Decision making with serious inner conflict

For the following levels knowledge acquired in postgraduate education is necessary.

- 4.) IV. level Focal counselling
- 5.) V. level Psychotherapy

Based on the international comparison it can be said that preparing for administrative activity and for developing competences in Information and Communication Technology both get less emphasis in higher education.

Thinking in learning results and regulation has started to spread in more and more countries. In several educational and training systems the decision of giving out degrees are made based on the learning results achieved in this system.

In this way the qualifications received in the national qualification systems can become comparable. The comparison on objective bases essentially requires the existence and work of **effective and reliable quality assurance systems** on the different levels of education and training. Only this guarantees that the given qualification really assures the knowledge, competences and abilities defined for that level.

To join the European Qualifications Framework (EQF) can be clear and successful in that case, if the qualifications on the different educational systems and branches are assigned by uniformly defined learning results (by so called descriptors). In some European countries (Ireland, Scotland etc.) such national qualification framework has been working for several years that builds output on learning result.

The learning-result-based approach of qualifications practically examines following things in connection with students when they have finished a given training/ learning phase: what level of knowledge they could achieve, how well they understand it, and how well they are able to analyse this knowledge, how they can apply this knowledge or whether they acquired the necessary competences for the efficient and autonomous operation of that given field.